

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	VOICE STUDIO 3
<b>Unit ID:</b>	CPPSV2003
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(CPPSA1002 and CPPSD1002 and CPPSV1002) OR (CPPSS1001 and CPPSS1002)
<b>Co-requisite(s):</b>	(CPPRO2101 and CPPSD2003)
<b>Exclusion(s):</b>	(PAATV2003)
<b>ASCED:</b>	100103

## Description of the Unit:

This unit builds on the foundation of practice developed in Foundations Studio 1 and Foundations Studio 2. The human design as the central organizing principle is key to this exploration. Students continue to explore the notion of psychophysical integration in speaking and singing, through a series of exercises and projects designed to liberate the performer from the restrictive habits and tensions that prevent freedom of expression. Students will discover how to: work from a place of engaged neutrality; build and refine skills in and awareness of physical and vocal freedom; develop a theoretical and practical grasp of vocal anatomy; play creatively and freely within vocal ensembles; perform a variety of sung and spoken texts.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:****Knowledge:**

- K1.** Define improved psychophysical integration through Alexander Technique and/or other bodywork practices.
- K2.** Describe vocal physiology, anatomy.
- K3.** Examine and practice reflexive breathing technique and its application to vocalising.
- K4.** Define principles for a warm-up and personal practice program that acknowledges the needs of the individual voice in relation to maintaining optimum health in speaking and singing.
- K5.** Extend the practice of activating and supporting the breath to voice, speech, movement and song.

**Skills:**

- S1.** Build an understanding of rhythmic structures and vocal dynamics in language and song.
- S2.** Investigate and Memorise a variety of spoken and sung texts.
- S3.** Classify vocal physiology and its application to performance.
- S4.** Examine the body/voice as a tool of expression.
- S5.** Demonstrate effective relaxation methods that promote vocal and physical adaptability, spontaneity and creativity.

**Application of knowledge and skills:**

- A1.** Describe a personal vocal and physical methodology that supports the vocal demands speaking and singing.
- A2.** Practice personal vocal warm up based on utilising vocal physiology.
- A3.** Identify idiosyncratic, habituated vocal patterns.
- A4.** Exhibit vocal and physical flexibility, responsibility for healthy voice use, and imaginative connection to speaking and singing.

**Unit Content:**

Students explore, in a practice-based way, how integrative vocal methods enhance singing and speaking. They will participate in class performance activities and projects that make links between process-based work and performance outcomes. The focus will be on verbal and musical accuracy, maintaining an independent harmonic line in ensemble singing; comprehensive investigation into, and preparation of songs and texts; workshopping songs and texts; giving and receiving of constructive feedback. Topics may include: Introduction to voice for screen, Theatrical and musical genres, Introduction to accents, Solo singing, Choral singing, Heightened language, Shakespeare sonnets and songs.

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, S1, S4, A4	Participation in studio practice which demonstrates physical and vocal connection to music, singing, language, space and body	Ongoing observation of engagement in studio activities	30-50%
K5, S2, S5, A2	Work in Progress is to be presented which demonstrates critical reflection of set readings, music and song and the ability to interpret information through physical and vocal expression	In house group performances and presentation of devised projects	30-50%
K2, K4, S3, A1, A3	Weekly written self-evaluation and reflection	Reflective Journal	10-25%

### Adopted Reference Style:

Chicago ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)